

Differentiated Instruction: Supporting the Needs of All Learners

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Workshop Essential Question:

How can I increase my use of effective differentiated instructional strategies?

Review of Yesterday – Grade Level Sharing – Give One – Get One!

Differentiating the Process

- Adding range and variety to your questioning techniques
- Increasing more variety to the way students learn
- Adding music, movement, visuals, and dramatics
- Providing choice
- Cubing, spinners, ThinkDots, tic-tac-toe and menu assignments
- Differentiated learning centers

Differentiating Products

- Ongoing assessments
- Varied checklists
- Adding higher order thinking skills
- Varied practice and homework options
- Differentiated Language Arts strategies
 - Varied vocabulary strategies
 - Varied reading and writing workshop strategies

Putting It All Together

- Work in small collaborative groups
- Apply differentiated strategies to a content area topic for your grade level

Show What You Know

- Team Game – Prizes!

Workshop Evaluation

SEE THESE CODES: They indicate connections in your books

***DI = *Differentiating Instruction in a Whole-Group Setting* by Pavelka

***TWTL = *Teach the Way They Learn* by Hines & Vincent

Differentiating Questioning Strategies



Teachers adjust the types of questions and the ways in which they are presented based on what is needed to advance problem-solving skills and responses. This strategy ensures that all students will be accountable for information and thinking at a high level and that all students will be challenged. Finally, all students benefit from this strategy because all can learn from a wide range of questions and responses.

For example, the teacher prepares a list of questions about a topic that the whole class is studying. During a discussion, the teacher asks initial questions to specific students, based on readiness. All students are encouraged to ask and answer follow-up questions.

Things to Consider:

- Use wait time before taking student answers
- Adjust the complexity, abstractness, type of response necessary, and connections required between topics based on readiness and learning profile
- Encourage students to build upon their own answers and the answers of other students
- If appropriate, give students a chance to talk to partners or write down their answers before responding

The Three-Story Intellect High-Level Thinking Skills

Key Words: Evaluate Predict Judge Assess Idealize Forecast	
Question Stems: <i>What do you think about.....?</i> <i>What would you predict if.....?</i> <i>How would you put these in order.....?</i> <i>Why was _____ better than _____?</i> <i>How could you prove _____?</i> <i>Is there another way to solve _____?</i>	
Key Words: Compare Inspect Apply Develop Solve Infer Classify Analyze Reason Explain Distinguish Examine Contrast	Question Stems: <i>How is ____ similar to ____?</i> <i>What might we guess about.....?</i> <i>How would you sort.....?</i> <i>What is the job of.....?</i> <i>How would you group.....?</i> <i>What was the most important?</i> <i>Why do you think....?</i> <i>How is ____ related to ____?</i> <i>What is the main idea....?</i>
Key Words: Who Label What Identify When Match Where Name Which Spell Choose Select Find Restate Define Observe	Question Stems: <i>What is.....?</i> <i>When did.....?</i> <i>Which one....?</i> <i>How would you show?</i> <i>Who was....?</i> <i>Which is the best answer?</i> <i>What facts....?</i> <i>How would you classify....?</i> <i>What is the definition of...?</i> <i>How many.....?</i>

Adapted from Arthur L. Costa (2000). *Activating & engaging habits of mind*. Alexandria, VA: ASCD.

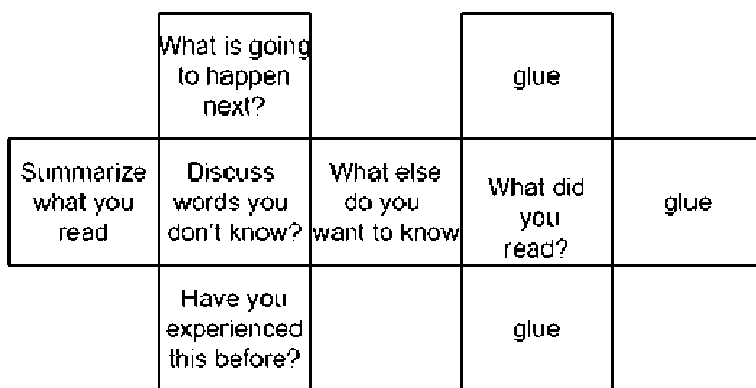
QUESTIONING CONNECTIONS

- *** DI Book – Think Time – Page 31
- *** DI Book - He Said – She Said – Page 41
- *** DI Book – Question Cups – Page 43
- *** DI Book – Picture Questions – Page 46
- *** DI Book – One Good Question – Page 48
- *** DI Book - He Said – She Said – Page 41

Question Cubes

Teachers can make cubes in different colors corresponding to the degree of difficulty or complexity of the thinking required by the prompts. Colored cubes allow the teachers to group students for tasks appropriate to their level.

During or After Reading Cubes



Use multiple cubes to build higher level questions.

See resources on Active Learning Systems web site - <https://www.iimresearch.com/>

Red cube: who, what, when, where, why, how

Blue cube: will, would, did, can, is, might

Green cube: list, contrast, compare, prove, predict, question



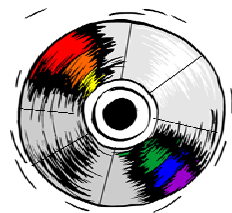
Use a variety of question cubes for vocabulary questions, activators, summarizing, comprehension, etc.

See examples at <http://www.kaganonline.com/>

CUBING STRATEGIES ***DI pages 50-51 & 143-146 & 150

Add Variety with Spinners

1. **How many letters**
2. **Beginning sound**
3. **Ending sound**
4. **Vowels in it**
5. **Write it**
6. **Say it**
7. **Rhyme it**
8. **Picture it**



Create spinners with old CD's!

Add Movement and Music for Variety

What happens in the brain when we move?

Energizers

Walk and Talk
Cross Laterals

Movement with a Purpose

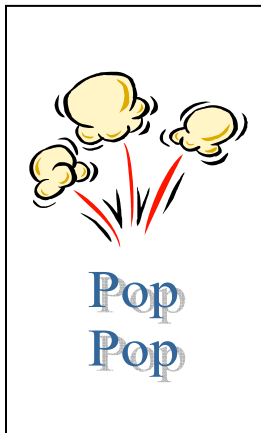
Museum walk
Carousel brainstorming
Create a hand/body motions that explains vocabulary
Slap and snap words
Draw/write in the air
Scavenger hunts

***** TWTL - Step on it - page 85**

Great Resources:

Thinking on Your Feet by Jean Blaydes

Vocabulary Flash Cards – Add pops and beeps



ADD MUSIC!

Rewrite a familiar song such as:

Twinkle, Twinkle Little Star
Old Mc Donald Had a Farm
The Twelve Days of Christmas
Adam's Family

Background music for productivity, writing and group work

Historical and cultural music

Music cautions

Use music in a purposeful way

Be aware of students auditory sensitivity to sound

BE SURE TO CHECK OUT – www.songsforteaching.com

***** DI Call Back Song – page 34**

The Plant Part Song

Tune: The Farmer in the Dell
written by Mrs. Jones
<http://www.mrsjonesroom.com/songs/plantparts.html>

The seed makes a plant.
The seed makes a plant.
With soil and rain and sunny days,
The seed makes a plant.

The roots find the water.
The roots find the water.
With soil and rain and sunny days,
The roots find the water.

The stem holds it up.
The stem holds it up.
With soil and rain and sunny days,
The stem holds it up.

The leaves make the food.
The leaves make the food.
With soil and rain and sunny days,
The leaves make the food.

The flower makes the fruit.
The flower makes the fruit.
With soil and rain and sunny days,
The flower makes the fruit.

The fruit holds the seeds.
The fruit holds the seeds.
With soil and rain and sunny days,
The fruit holds the seeds.


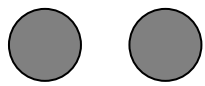
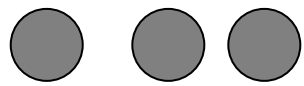
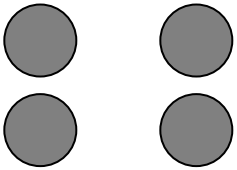
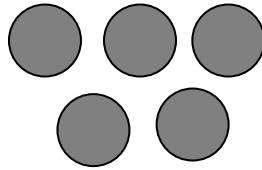
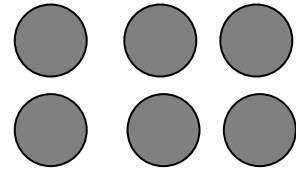
& *Music with Mar* - www.musicwithmar.com

Adding CHOICE to Assignments



Think Dots Prior Knowledge

Directions: At your table group, form pairs and then take turns rolling the dice and complete the learning task from the corresponding dot. If the first roll is something you and your partner don't want to do, you can roll a second time. It is alright if more than one pair rolls the same number as each pair's response will be individual.

 <p>As a whole group, list as many questions as possible about this topic.</p>	 <p>Invent two challenging questions about this topic. Ask the player on your right for help.</p>	 <p>What might be the most interesting thing to learn about this topic? What might be the most boring?</p>
 <p>Each player in the group must share one thing they already know about this topic.</p>	 <p>As a whole group, discuss what interesting steps you might take to better understand this topic? Come up with three unique ideas.</p>	 <p>Give a few reasons why this is an important topic to learn about.</p>

ThinkDOTS

Adapted from: boe.ming.k12.wv.us/teachers/di/di_docs/strategies_cubing_think_dots/CubingThinkdotpp.ppt

ThinkDOTS is a great activity for students to construct meaning for themselves and to engage in processing their learning. It is a strategy used to review, demonstrate, and extend thinking. Choice is given to the students but they still complete the required learning tasks – just in the order they roll the die. ThinkDOTS may also be used as a formative assessment tool.

Steps:

- Create six learning tasks for the number s on the die.
- List the tasks in a 2x3 cell table which include dots relating to the sides of a die. (Sticky dots can be purchased to attach to the cells before copying)
- If dots are *not* used, write the number of dots in each cell to correlate with the dots on the die. (This can be used as an activity guide or can be cut apart, hole-punched, and attached by rings purchased at a hardware store for \$9.00/100 metal rings.)
- Each task should include specifics of your unit.
- Students roll the die and complete the learning task from the corresponding dot
- If the first roll is something the student doesn't want to do, s/he can roll a second time.









ThinkDOTS Adaptations:

- Use colored paper to indicate different readiness levels, interests or learning styles.
- Have students work in small groups. It is alright if more than one person rolls the same number as each person's response will be individual.
- Let students choose which activities- for example: choose any three or have students choose just one to work on over a number of days.
- After students have worked on activities individually, have them come together in groups by levels, interest or learning style to synthesize.

Think Dots

Directions: At your table group, take turns rolling the dice and complete the learning task from the corresponding dot. If the first roll is something you don't want to do, you can roll a second time. It is alright if more than one person rolls the same number as each person's response will be individual.

Example of ThinkDOTS tasks

Second Grade - Georgia History ThinkDots!

<p>1</p> <p>Make an acrostic poem about an important figure in Georgia History. Use the letters in the person's name to begin your poem.</p>	<p>2</p> <p>Create a comic strip showing the sequence of events from James Oglethorpe leaving England to when he met Tomochichi & the Yamacraw tribe.</p>	<p>3</p> <p>Make a game using events and people in Georgia history for 2-5 people to play. Don't forget to write up directions on how to play.</p>
<p>4</p> <p>Make a Venn Diagram on Power Point to compare life in Tomochichi, Mary Musgrove, and James Oglethorpe's time, to life today.</p>	<p>5</p> <p>Type a letter to an important figure in Georgia history. Use all five parts of a letter and be sure to discuss contributions the person has made.</p>	<p>6</p> <p>Produce a newspaper for the people of Colonial Savannah. Use appropriate dates, headlines, and issues they dealt with in their time. Send it to the press with Publisher.</p>

See more ThinkDots ideas from:

<http://wt2.cherokee.k12.ga.us/Madeline.Hall/Differentiation/strategiesfordifferentiation.htm>

Why Use Choice?

- Promotes the brain's desire for choice and adds to memory strength (Bechara, Damasio, & Lee, 1999)
- Helps make connections to something already known
- Promotes higher interest and motivation
- Provides students feelings of control of their own learning
- Gives students opportunities to use their learning strengths

How to Use Choice?

- Start slow if you are not sure of the use of choice – try just giving one or two choices for an assignment
- Consider giving less choices with young students
- Provide instruction FIRST to determine readiness for choices
- Use choices AFTER teaching the concept/skill
- Vary choices by readiness, content strands, interests, learning styles, multiple intelligences, etc.
- Model the process of using the choice assignment
- Provide clear instructions including deadlines for completion
- Determine a way to assess the choice assignments and share the assessment strategy with students BEFORE completing the assignments

Ways to Add Choice to Assignments

- Topic choices for reading, writing, projects, and research
- Task cards
- Task folders coded by interest, readiness or learning preferences
- Learning center choice sheet
- Homework choice options
- Tic-Tac-Toe assignments
- ThinkDOTS
- Cube choices
- Menu assignments



Menu Differentiated by Readiness & Learning Style

Appetizer	Visual medium	Auditory medium	Auditory medium
Entree	Visual high	Auditory high	Kinesthetic high
Dessert	Visual easy	Visual easy	Kinesthetic easy

FRACTIONS TIC-TAC-TOE ASSIGNMENT










This assignment strategy allows students to select their own preferences but still achieve the targeted essential knowledge and skills.

You must use all the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$ in your assignments.

Create a rap song about the fractions.	Draw candy bars that shows fractions.	Create a chart of the fractions. Include 3 columns with the symbol, what it means and an example.
Write a story about how you use fractions in real life.	Make flash cards of the fractions. Put a picture clue on the back of each card.	Create a mobile of the fractions. Hang a card under each fraction telling what it is.
Show how pizzas could be divided into the fractions.	Work with a friend to create a poem about fractions.	Create a matching game with the fractions and picture cards to match.

TIC-TAC-TOE CHOICE BOARD

For K-1 or ESOL Learners

Puzzle 	Draw 	Flash Cards 
Computer 	Write 	Pair 
Read 	Whiteboard 	Music 

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Menu Choice Boards

Welcome to the Story Cafe!

Pick two choices – Each one from a different row.

Speaking	Find a friend and tell them the main idea, characters and story setting.	Put the story events in order. Find a partner and tell them the order of events in the story.
Writing	Write 2 sentences that tell what the story was about.	Write a list of 10 things you remember from the story.
Drawing	Draw a picture of 3 things that were in the story.	Make a poster that shows others about the story. Include 3 ideas from the story.

Assignment Menu
Use this one after reading a story.











Choice Community Helper Unit Summarizer

Tic-Tac-Toe Project Guide Created by Mary Ishag

Each student is responsible for completing three activities from the following choices.

Your three activities must follow the rules of tic-tac-toe (i.e., three in a row).

<http://www.uwm.edu/~edyburn/CommunityHelpers.pdf>

<p>Using Kidspiration software, create a web of what you know about community helpers</p> 	<p>Make a collage of the different vehicles that community helpers use.</p> 	<p>Write a journal entry about a community helper you want to be and why.</p> <p>I want to be a _____ Because _____ _____</p>
<p>Write about your favorite part of our trip to the fire house.</p> 	<p>Play the online game called "on the job" found at http://pbskids.org/curiousgeorge/games/on_the_job/index.html</p> 	<p>Create a snack that relates to a community helper, e.g. A fire truck, a clown hat...</p> 
<p>Go to the library and borrow three books about community helpers</p> 	<p>During your computer time create two sentences about community helpers using Writing with Symbols.</p> 	<p>Create a hat for a community Helper of your choice</p> 

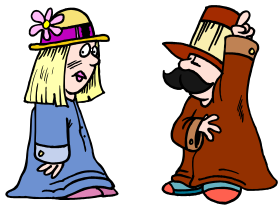
Using Tic-Tac-Toe to Manage Differentiation Instruction

See other tic-tac-toe ideas at <http://www.uwm.edu/~edyburn/tictactoe.html>

Choice Summarizer

Draw it	Rhyme it
Rap it	Move it

Idea Starters for Choice Assignments



Advertisement	Learning Center
Animation	Light Show
Audio Recording	Limerick
Billboard	Mind Map
Blog Session	Mini-book
Book	Mobile
Book Cover	Mural
Brochure	Musical Composition
Bumper Sticker	Newsletter
Card Game	Newspaper
Cartoon	Oral Presentation
Collage	Panel Discussion
Computer Presentation	Photo Album
Crossword Puzzle	Portfolio
Debate	Poster
Diagram	Pro and Con Chart
Diary	Puppets
Diorama	Quilt
Documentary	Quiz Bowl
Dramatization	Radio Show
Essay	Recipe
Fish Bone Chart	Research Report
Flip book	Science Experiment
Flowchart	Scrapbook
Foldable	Sculpture
Frayer Chart	Shadow Box
Game	Slide Show
Graphs	Spreadsheet
Index Card Files	Storybook
Information Cube	Surveys
Interview	Take Out Box
Internet Research	Timeline
Invention	Tour
Jigsaw Puzzle	Transparencies
Journal	TV Show
Kiosk	Venn Diagram
K-W-L Chart	Video

Create a Choice Assignment

- Work with a partner or small group – preferably someone in the same grade level or content area
- Think of a skill you will be teaching
- Use handout with idea starters and blank template below
- See if you can come up with either a menu of choices or a tic-tac-toe assignment
- Think of how you would assess the choice assignment
- Be ready to share!

Name(s): _____

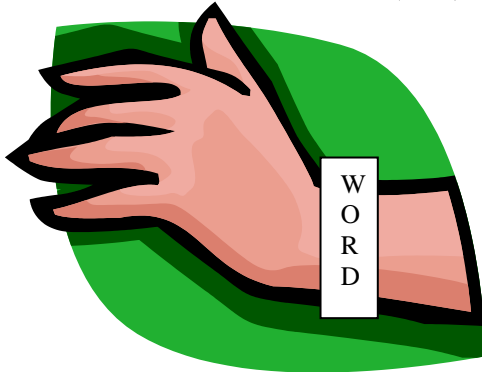
Grade Level: _____ Subject: _____ Skill: _____

Differentiating Language Arts

Vocabulary Strategies

Vocabulary Pockets © Sherah Carr (2006)

Wristband Words © Sherah Carr (2008)

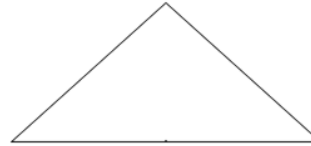


- ABC order
- Beginning letter sound
- Ending letter sound
- Vowel sound
- Syllables
- Word that rhymes
- Types words
- Meaning work
- Make picture
- Pair/share
- 2-3 in group - make a sentence

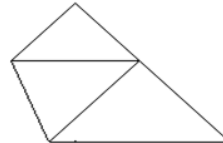
Vocabulary Pocket

Here's an idea I adapted from an Origami paper drinking cup.

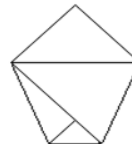
Cut this paper on dotted line to form a square piece of paper.
Fold to make a triangle



3. Bring one flap up to side as shown



4. Bring other flap up to other side as shown



5. Fold in one top flap to create a pocket.

6. Create vocabulary words to go in pocket using the remaining paper strip.

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Vocabulary Strips

Create vocabulary word strips to go in pocket with your left over strip. Provide additional paper to make more of these if needed. Students can write key vocabulary words on the front of the strips with meanings, mnemonic clues or pictures on the back of the strips. Work with collaborative pairs to practice the words. Have students take turns reaching into the pocket to grab a word and ask each other about them.

Variations:

Classifying/Sorting—Give students many words related to a key concept and have them sort and classify the words or sort into three columns 1) know very well 2) know a little and 3) not sure

Summarizing Pocket Reviews

Fill pocket with key points from the lesson or story

Money - Coin purse for exchanging money and making change. Fill with paper coins.

Math Facts Review

Fill pocket with math practice review facts.

Vocabulary Book Connections

***TWTL – Think Inside Box – page 18

***TWTL – Make a Note – page 20

***TWTL – You're It – page 21

***TWTL – Matchbook Vocabulary – page 106

Reading, Writing and Responding Strategies

***DI – Book Talk Tubs – page 76

***DI - Highlighting – page 36

***TWTL – Shirt Tales – page 49

***TWTL – Mask Character – page 51

***TWTL – ABC Story – page 59



YOUR TURN! Your choice – create a differentiated language arts lesson using children's literature. Be ready to share!